

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				177	36	20	91	51	36	20	14	8	848	477	19	52	22	7	847	13,958	17	56	22	5	847
MATH				177	25	14	65	37	39	22	48	27	839	491	16	36	22	26	840	13,983	17	42	22	20	842
WRITING				176	21	12	80	45	61	35	14	8	841	475	13	44	34	9	841	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

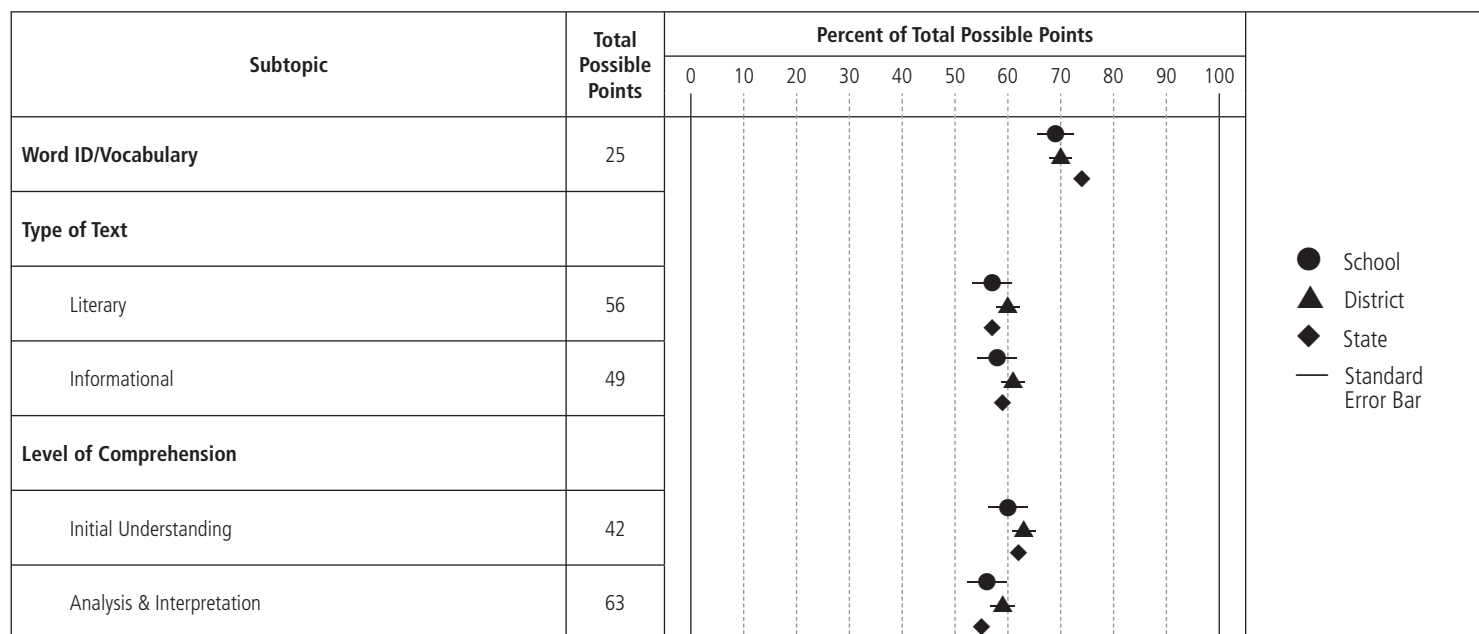
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				175 177	30 36	17 20	89 91	51 51	38 36	22 20	18 14	10 8	846 848
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				484 477	100 93	21 19	242 246	50 52	86 105	18 22	56 33	12 7	847 847
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,101 13,958	2,092 2,341	15 17	7,584 7,783	54 56	3,378 3,096	24 22	1,047 738	7 5	846 847





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				177	36	20	91	51	36	20	14	8	848	477	19	52	22	7	847	13,958	17	56	22	5	847
Gender																									
Male				85	8	9	46	54	23	27	8	9	844	234	11	50	30	9	844	7,260	12	56	26	7	845
Female				92	28	30	45	49	13	14	6	7	850	243	28	53	14	5	851	6,698	22	55	18	4	849
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										22	9	45	23	23	840	188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						155	14	53	26	6	846
Asian				10	3	30	7	70	0	0	0	0	856	43	21	49	28	2	850	158	27	58	14	2	852
Black or African American				34	3	9	12	35	13	38	6	18	840	105	6	40	38	16	840	373	10	42	36	12	842
Native Hawaiian or Pacific Islander				0										0						12	33	50	8	8	851
White				130	30	23	71	55	23	18	6	5	849	305	25	56	15	3	850	12,977	17	56	22	5	847
Two or more races				0										0						95	12	63	24	1	847
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				31	2	6	13	42	11	35	5	16	840	111	3	37	44	16	838	290	3	40	42	15	838
Former LEP student - monitoring year 1				0										4						14	50	50	0	0	858
Former LEP student - monitoring year 2				2										4						19	37	63	0	0	857
All Other Students				144	33	23	77	53	25	17	9	6	849	358	24	56	16	4	850	13,635	17	56	22	5	847
IEP																									
Students with an IEP				37	1	3	7	19	19	51	10	27	834	70	3	26	47	24	835	2,141	2	27	47	25	835
All Other Students				140	35	25	84	60	17	12	4	3	851	407	22	56	18	4	850	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students				81	7	9	34	42	28	35	12	15	841	236	8	44	35	13	841	5,870	9	52	31	9	843
All Other Students				96	29	30	57	59	8	8	2	2	853	241	31	59	9	1	854	8,088	23	58	16	3	850
Migrant																									
Migrant Students				0										0						3					
All Other Students				177	36	20	91	51	36	20	14	8	848	477	19	52	22	7	847	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services				2										181	19	48	28	6	847	1,078	6	47	39	8	842
All Other Students				175	36	21	91	52	35	20	13	7	848	296	20	54	18	8	848	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan				2										4						331	12	59	26	3	846
All Other Students				175	36	21	90	51	35	20	14	8	848	473	20	51	22	7	847	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Mathematics Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

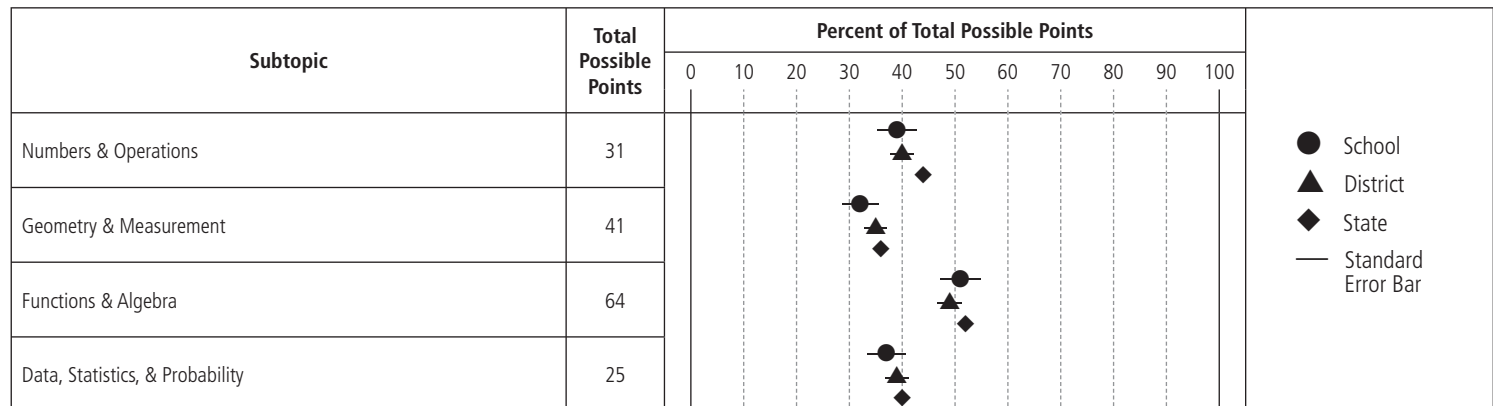
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				174 177	26 25	15 14	63 65	36 37	41 39	24 22	44 48	25 27	840 839
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				488 491	86 80	18 16	191 176	39 36	95 109	19 22	116 126	24 26	841 840
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,115 13,983	2,283 2,310	16 17	6,119 5,894	43 42	3,019 3,048	21 22	2,694 2,731	19 20	842 842





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Mathematics Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				177	25	14	65	37	39	22	48	27	839	491	16	36	22	26	840	13,983	17	42	22	20	842
Gender																									
Male				85	12	14	25	29	23	27	25	29	838	239	16	31	26	27	839	7,279	17	42	21	20	842
Female				92	13	14	40	43	16	17	23	25	841	252	16	40	19	24	841	6,704	15	42	23	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										22	0	32	23	45	835	189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						156	15	37	23	25	840
Asian				10	1	10	6	60	3	30	0	0	844	45	20	36	22	22	841	160	27	43	18	13	845
Black or African American				34	2	6	8	24	4	12	20	59	831	113	3	21	24	52	833	389	5	26	25	44	835
Native Hawaiian or Pacific Islander				0										0						12	8	67	25	0	844
White				130	22	17	50	38	32	25	26	20	841	309	22	42	21	15	843	12,982	17	43	22	19	842
Two or more races				0										0						95	8	44	19	28	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				31	0	0	5	16	6	19	20	65	831	125	1	16	26	58	832	317	3	24	26	48	833
Former LEP student - monitoring year 1				0										4						14	43	36	14	7	847
Former LEP student - monitoring year 2				2										4						19	37	37	26	0	847
All Other Students				144	25	17	58	40	33	23	28	19	841	358	21	42	21	15	843	13,633	17	43	22	19	842
IEP																									
Students with an IEP				37	1	3	4	11	9	24	23	62	828	70	1	16	26	57	830	2,145	2	15	23	60	831
All Other Students				140	24	17	61	44	30	21	25	18	842	421	19	39	22	20	842	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students				81	3	4	24	30	17	21	37	46	834	249	5	27	26	42	835	5,888	7	37	27	29	838
All Other Students				96	22	23	41	43	22	23	11	11	844	242	28	45	18	9	845	8,095	23	46	18	12	844
Migrant																									
Migrant Students				0										0						2					
All Other Students				177	25	14	65	37	39	22	48	27	839	491	16	36	22	26	840	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services				2										187	18	29	27	27	840	1,086	5	28	34	34	837
All Other Students				175	25	14	65	37	39	22	46	26	840	304	15	40	19	25	840	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan				2										4						331	14	45	24	17	842
All Other Students				175	25	14	63	36	39	22	48	27	839	487	16	36	22	26	840	13,652	17	42	22	20	842

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Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Writing Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

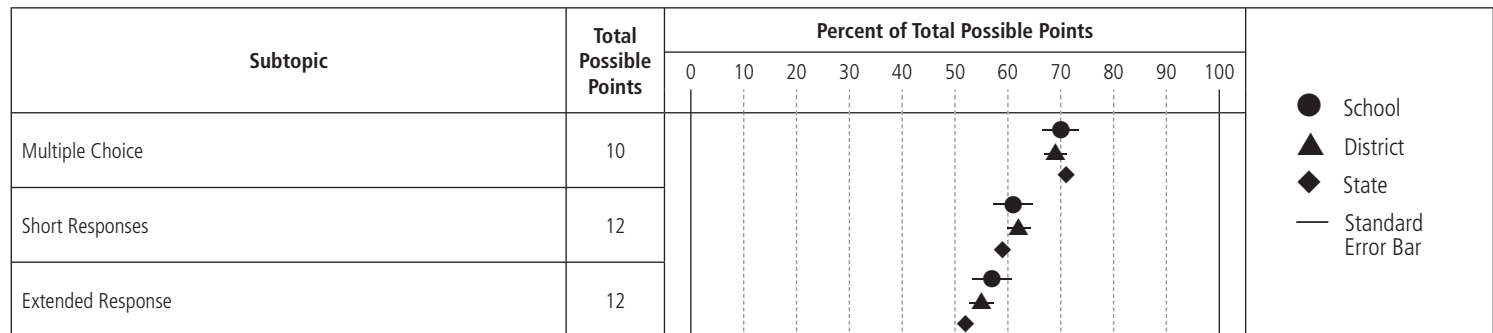
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				176	21	12	80	45	61	35	14	8	841
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				475	60	13	210	44	161	34	44	9	841
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2009-2010

Disaggregated Writing Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				176	21	12	80	45	61	35	14	8	841	475	13	44	34	9	841	13,904	7	46	37	10	840
Gender																									
Male				84	5	6	31	37	39	46	9	11	837	233	7	33	44	15	837	7,227	3	36	45	15	836
Female				92	16	17	49	53	22	24	5	5	845	242	18	55	24	4	845	6,677	12	55	29	4	843
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										21	0	38	52	10	837	186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						155	5	43	39	13	838
Asian				10	2	20	6	60	2	20	0	0	847	43	21	44	30	5	844	158	17	49	32	2	845
Black or African American				34	0	0	10	29	20	59	4	12	836	105	1	30	54	15	835	373	2	33	49	16	836
Native Hawaiian or Pacific Islander				0										0						12	17	58	17	8	844
White				129	19	15	64	50	36	28	10	8	842	304	16	50	26	8	843	12,926	8	46	37	10	840
Two or more races				0										0						94	3	47	38	12	839
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				31	0	0	9	29	19	61	3	10	836	110	0	25	61	15	834	289	1	29	55	15	834
Former LEP student - monitoring year 1				0										4						14	29	50	21	0	849
Former LEP student - monitoring year 2				2										4						19	21	53	26	0	848
All Other Students				143	21	15	70	49	41	29	11	8	842	357	16	50	26	8	843	13,582	8	46	37	10	840
IEP																									
Students with an IEP				36	1	3	5	14	21	58	9	25	831	68	3	16	46	35	830	2,124	<1	11	50	39	829
All Other Students				140	20	14	75	54	40	29	5	4	844	407	14	49	32	5	843	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students				80	6	8	23	29	40	50	11	14	837	234	6	32	47	14	837	5,828	3	36	45	15	836
All Other Students				96	15	16	57	59	21	22	3	3	845	241	19	56	21	5	845	8,076	11	52	31	6	842
Migrant																									
Migrant Students				0										0						3					
All Other Students				176	21	12	80	45	61	35	14	8	841	475	13	44	34	9	841	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services				1										180	17	38	36	9	841	1,073	4	30	53	13	836
All Other Students				175	21	12	80	46	60	34	14	8	841	295	10	48	33	9	841	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan				2										4						328	3	39	48	11	837
All Other Students				174	21	12	79	45	60	34	14	8	841	471	13	44	34	9	841	13,576	8	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.